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ABSTRACT

Cooperative Education at Concord-Carlisle High School is a plan of educational enrichment designed to enhance self-realization and direction by means of integrating classroom study with planned and supervised practical experience in educational, vocational, social service, or cultural learning situations outside of the formal classroom environment. This program has three parts: (1) employment in which students are placed in formal job situations for both pay and academic credit; (2) volunteer services in which students volunteer their services to the community; and (3) tutorial program in which students work with elementary school children. The faculty and administration of the school have been supportive and instrumental in its rapid growth. Students have assumed much of the responsibility for organizing and administering the program. The community has also given support to the idea. School buses provide transportation for students in the volunteer and tutorial programs. Comments by participating student and teacher are given to conclude this report. (KJ)

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CONCORD-CARLISLE REGIONAL HIGH SCHOOL

CONCORD, MASSACHUSETTS

COOPERATIVE EDUCATION PROGRAM

SPRING 1970

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Unprecedented numbers of young people, regardless of race or socio-economic class, are expressing openly and often violently their dissatisfaction with their parents, their schools, their communities, and their country. Their alienation, whatever the form, can be seen as a manifestation of unsatisfied psychic needs. These needs often go unsatisfied because young people are not presented with adequate alternatives for self-definition and meaningful involvement in their society.

The public schools are in part responsible for this lack of alternatives for young people. While there have been outstanding innovations in education in the last decade and educators profess their belief in the total development of the child, actual curriculum revision has emphasized the student's intellectual development without a proportional treatment of emotional and social needs. Furthermore, because present scheduling monopolizes so much of the student's time, school now prevents his finding other outlets for growth. Thus, the school, while continuing to seek improvements in the cognitive domain, must identify its charges' emotional needs and provide experiences through which they can mature into healthy and productive citizens.

Contemporary educational and psychological literature clearly posits the nature of these emotional needs and experiences. Educators should provide more opportunities for students to:

BECOME AWARE
OF THEIR POTENTIAL

SUCCEED AND
ATTAIN FEELINGS
OF SELF-WORTH

FEEL NEEDED

GAIN FEELINGS
OF COMPETENCE

FEEL THAT THEY CAN HAVE AN
EFFECT UPON THEIR ENVIRONMENT
AND THAT THEY CAN BRING ABOUT
CHANGE

ASSUME RESPONSIBILITY FOR
THEMSELVES AND OTHERS
THROUGH COMMITTED ACTION

CREATE, IDENTIFY AND GET
INVOLVED IN EXPERIENCES
THAT HAVE MEANING AND
RELEVANCE FOR THEM

EXPERIMENT IN AND WITNESS A
WIDE VARIETY OF ADULT ROLES

DEVELOP
SPECIALIZED TALENTS

DEVELOP A REALISTIC
AWARENESS OF THE WORLD
OF WORK

HAVE DEEP
INTERPERSONAL
RELATIONSHIPS

SHARE IN DETERMINING
THEIR OWN CURRICULUM

Cooperative Education--Philosophy

The Concord-Carlisle High School has developed a Cooperative Education Program to meet its students' needs through extensive utilization of the community as another context for learning. Cooperative Education is a plan of educational enrichment designed to enhance self-realization and direction by means of integrating classroom study with planned and supervised practical experience in educational, vocational, social service, or cultural learning situations outside of the formal classroom environment. The goal has been to make available to students the diverse public and private associations within the community so that they can learn through participation in problem and task-oriented activities of their own choosing.

Cooperative Education--Structure

The Cooperative Education Program has three parts--Employment, Volunteer Services, and Tutorial Services. The employment program differs from the others in that students are placed in formal job situations for both pay and academic credit. Both the volunteer services and tutorial services programs consist of volunteer work, but have been separated for administrative purposes, rather than any inherent differences in philosophy.

There are three coordinators, one for each subdivision. Their duties have several elements in common:

1) All develop and make placements in the community.

2) All appeal to the total school population. The diversity of experiences is so great that the program cannot be stereotyped.

3) Each coordinator has the responsibility for information, recruitment, placement, orientation, supervision, and evaluation to guarantee that the student finds the best placement for his personal needs.

4) The coordinators must also inform and enlist the support of the faculties, agencies, and businesses involved in the program, as well as the larger community.

5) The coordinators must work closely together among themselves and with the guidance counselors and teachers to identify as well as possible the students' abilities and needs. Although their many duties involve both teaching and administrative functions, they are part of the pupil personnel services staff.

The Employment Program

In the employment program, students are released early from school to go to jobs for which they receive pay and academic credit. As the program is designed for all levels of students, the types of jobs are limitless--for example, scientific computer programming, drafting, experimental psychology, mechanics, child development, and secretarial work. Students' academic courses are scheduled so that employment does not interfere with their more formal schooling.

The Volunteer Services Program

The Volunteer Services Program gives students a chance to serve the community, to sample careers, and to test themselves

in a number of challenging situations in service agencies in the local community and the Greater Boston area. Opportunities are available in all departments of local institutions, such as hospitals, mental institutions, welfare agencies, nursing homes, conservation organizations, libraries, and historical societies. The coordinator strives to see that the maximum benefits accrue to all parties involved; the agency's professional staff is reinforced and students get meaningful tasks. When students cannot be placed in the local community, they are encouraged to make use of the services of the Volunteer Bureau of the United Community Services in Boston, which places over 8,000 volunteers a year in over ninety agencies in the Boston area. Information about these agencies is available in the Guidance Office.

The Tutorial Program

The tutorial program enables students to work with elementary children in any of the schools in Concord or Carlisle. They may work with either individuals or groups. They can teach accelerated or remedial children or children with a special interest. The subjects, too, are limitless--reading, math, sports, art, home economics, electronics, woodworking, or auto mechanics. Students are placed on the basis of their interests, available time, and the needs and availability of the elementary children. The teachers on the elementary level play a significant role in guiding and supervising

the high school students to make sure that the experiences are of value to both them and the children. One of the greatest advantages of the program is that the students can go to the elementary schools during the school day between classes. Thus, those who have as few as two study halls a week can become involved in the program. Such commitment to others is highly valued, even when it is of short duration.

Faculty and Administration Assistance

The faculty and administration have been most supportive of the program and have been instrumental in its rapid growth. A Cooperative Education Faculty Advisory Committee has been formed to assist the coordinators in their immediate tasks and to examine the broader ramifications of the program for the whole school system. Problems under discussion include faculty awareness, student recruitment, scheduling, communications with the school, and curriculum development which would integrate the classroom with the community.

Student Leadership

In addition to participating, students have assumed much of the responsibility for organizing and administering the program. Student coordinators supervise the attendance at each of the schools and agencies and bring messages to students. A Student Advisory

Committee has also been formed to discuss a variety of significant issues. Their reactions to the present program and their suggestions for future developments are eagerly sought. It is hoped that the students' role in running the program can be expanded considerably.

Community Involvement

An untimate goal of the program is the development of the total community, so that students from schools other than our own and adults are involved. Some steps have already been taken in this direction. Students from two private institutions in the community are teaching in our elementary schools and are welcome to take advantage of our placement facilities. Also, several mothers in the community have been very helpful as volunteer drivers.

Transportation

All students in the Tutorial and most students in the Volunteer Services Program are driven to their placements in school buses. Three shuttle buses run non-stop between the high school and the middle and elementary schools between 9:00 and 1:30 daily. Some volunteers and most of the employment students provide their own transportation. Next fall, there will be two mini-buses solely for "Coop" use.

TUTORIAL PROGRAM*

GRADE LEVEL	9	10	11	12	TOTAL
HONORS	7	4	7	6	24
1	50	8	9	20	87
1&2	8	2	2	5	17
2	2	1	6	1	10
TOTAL	67	15	24	32	138

VOLUNTEER SERVICES PROGRAM

GRADE LEVEL	9	10	11	12	TOTAL
HONORS	0	2	8	6	16
1	5	2	12	31	50
1&2	6	12	9	13	40
2	0	7	9	3	19
TOTAL	11	23	38	53	125

EMPLOYMENT SERVICES PROGRAM

GRADE LEVEL	9	10	11	12	TOTAL
HONORS	1	0	1	1	3
1	0	0	5	3	8
1&2	0	7	5	25	37
2	0	4	6	22	32
TOTAL	1	11	17	51	80

TUTORIAL PROGRAM

GRADE	Boys	Girls	TOTAL
9	18	50	68
10	5	15	20
11	9	18	27
12	8	21	29
TOTAL	39	104	143

VOLUNTEER SERVICES PROGRAM

GRADE	Boys	Girls	TOTAL
9	2	16	18
10	2	29	31
11	9	29	38
12	7	37	44
TOTAL	20	111	131

EMPLOYMENT SERVICES PROGRAM

GRADE	Boys	Girls	TOTAL
9	1	0	1
10	7	4	11
11	10	10	20
12	33	15	48
TOTAL	51	29	80

* One and Two-level courses are generally identical in content, but the two-levels go at a slower pace and in less depth.

Written by a CCHS Senior entering hiw second year in the Cooperative Education Program.

EDUCATION THROUGH A WORKING EXPERIENCE

I am a member of the work study program at CCHS who is annoyed that more of our students are not taking the opportunity of the work experience that the school offers. The education that can be received at the high school is extremely necessary in fulfilling your responsibilities as a member of our society, but it was difficult for me, before my contact with this program, to see the usefulness of my courses at the high school.

Last January, I started working at a local electronics firm who makes psychological testing equipment. My first job with the company was the care and training of four pigeons. The company taught me how to operate their equipment and to care for the pigeons. After my training I was on my own to run the pigeons through several different tests and keep accurate records on their weight and behavior. As the project progressed, a computer was introduced in conjunction with their equipment and I was allowed to use the computer to test the pigeons. The pigeons then toured the country appearing in several psychological conventions. To this date, I have worked in Shipping, the Stock Room, and have helped, or done, many other interesting jobs, such as making block diagrams for use in customer appraisals.

I can now understand why an education is necessary, but I think that I have received as much education through my work as through the school. Why do I think this program would be beneficial to the majority of the students of the high school? Simple, you meet new people, you learn new trades, you can understand the value of education beyond high school and be more capable of judging the kind of work you want to do in the future. I urge more students to take some action and find out through a working experience what they would really like to become.

TEACHER COMMENTS ABOUT STUDENT TUTOR

Just a few words to say what a great experience our class has been having with Jeanne during the past few weeks. From the very first day she came to us, Jeanne had a way of finding someone who could really benefit from the warmth and the serious teaching that she could do. Her first few visits were devoted to a young man who was finding group work frustrating because of his total ignorance of the alphabet. He was willing and good natured by the short daily periods of help which I gave him were not very successful in producing long term retention. When Jeanne set herself the task of working with him on this, she found ways to engage him for an hour at a time. Gary is now one of the class experts at alphabet games. Jeanne I feel had a successful experience in trying and evaluating teaching strategies.

Jeanne takes on more each week. At first there was Gary, then small groups for games--letter bingo rods--then larger groups.

This week she planned and carried out a rather involved and very charming series of Halloween activities. Jeanne brought a giant pumpkin for the children to carve and decorate. She found a Halloween finger play for me to teach them during the week and planned a follow-up art lesson for today. She appeared on time as always, with her materials prepared and her thoughts organized. I was able to sit at my desk and schedule conferences while Jeanne presided over a gappy, busily engaged class.

Jeanne has really thrown herself into her teaching. In addition to a real talent for working with kids--a lot of kindness and a sense of humor--Jeanne also has shown quite an appetite for the thinking and planning that go into teaching. She conceives and plans her own activities, makes suggestions, asks questions and requests reading material.

I'd be pleased with a college-level student teacher who performed at Jeanne's level of competence.